
Wizer Interactive Learning: Countable and Uncountable Nouns

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Abstract

Since the outbreak of COVID-19 pandemic around the year of 2020, the world has undergone drastic changes in delivering formal education in schools, especially in primary schools. Technology has turned into the main role in delivering knowledge as many classes had to be shut down and lessons turned online. Many digital education platforms become important to help to ease the barriers in giving online classes, especially English Second Language (ESL) classrooms. However, some of the digital platforms could also be used when physical classes get back in action, as Wizer.me here mentioned. The researcher is using Google Classroom as the platform to embed these digital worksheets in order to enhance the learning experiences of the primary students and to be prepared if the order had been set to get students back to school in a short time. This quasi-experimental designed research gathered data from a sample of 20 primary Year 4 pupils from an urban and a suburban school using a pre-test/post-test approach. The data obtained were analyzed descriptively using sample t-tests to explain the increment of the pupils' performance on the post-test associated with learning via conventional worksheets or Wizer.me Interactive Worksheets. As a result, the pupils showed improvement in both control and experimental groups but experimental groups pupils showed a significant improvement of scores in pre and post tests. This research proved that Wizer.me Interactive Worksheets helped to engage pupils into grammar worksheets and improved their understanding and achievements. The researcher recommended that future research could be done on other levels of pupils with different language skills by using Wizer.me as a teaching aid preparation platform.

Keywords: ADDIE model; digital worksheets; ESL classroom; online learning; technology in education.
